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GAMES AND RHYMES
for
LANGUAGE TEACHING



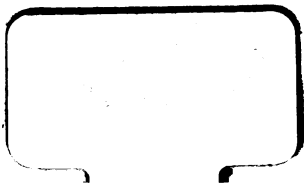
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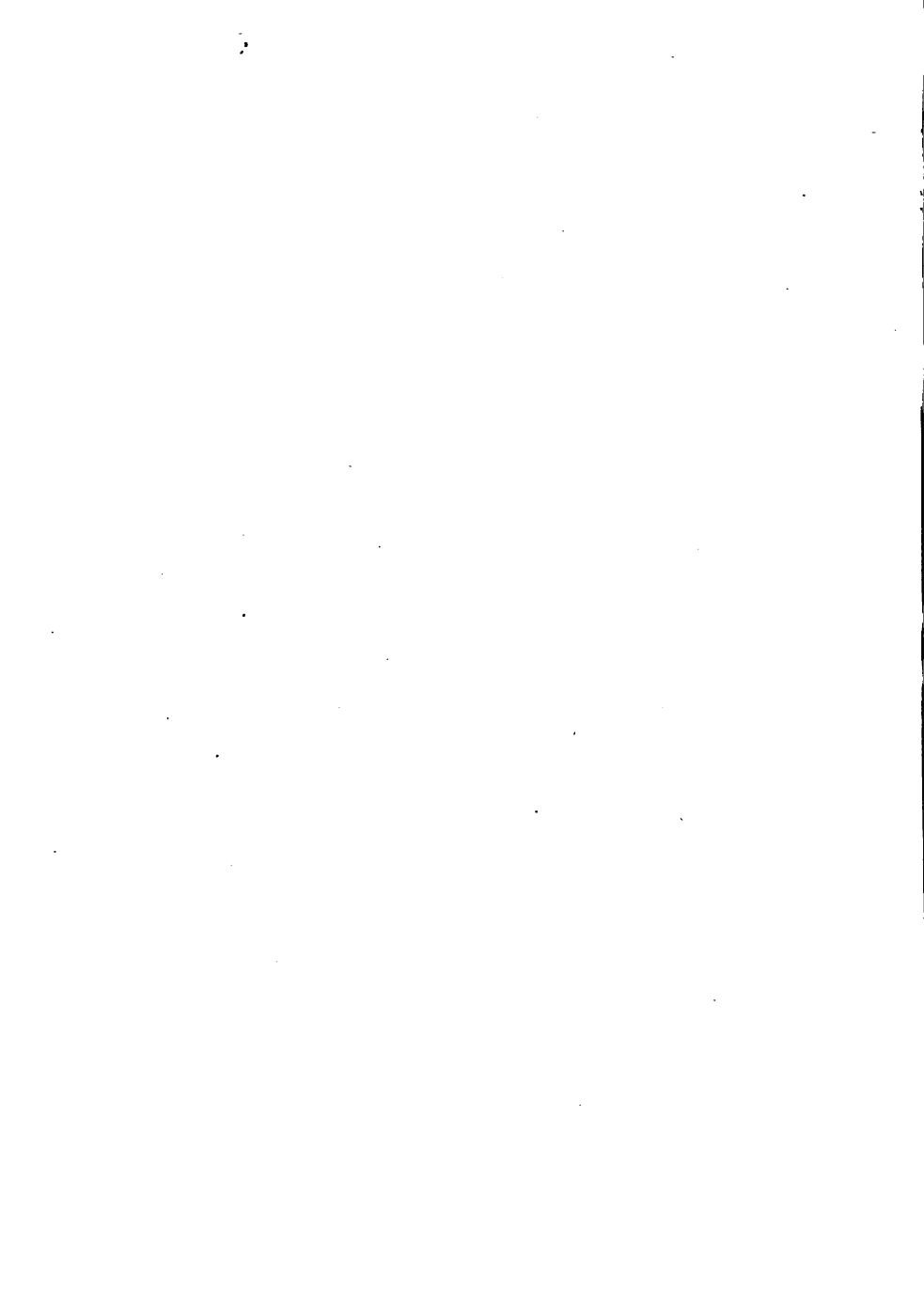
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**GAMES AND RHYMES
FOR LANGUAGE TEACHING IN THE
FIRST FOUR GRADES**



GAMES AND RHYMES

FOR LANGUAGE TEACHING
IN THE FIRST FOUR GRADES

BY

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AUTHOR OF LANGUAGE GAMES FOR ALL GRADES

NONSENSE RHYMES AND ANIMAL STORIES

PRIMARY LANGUAGE STORIES

NUMBER STORIES



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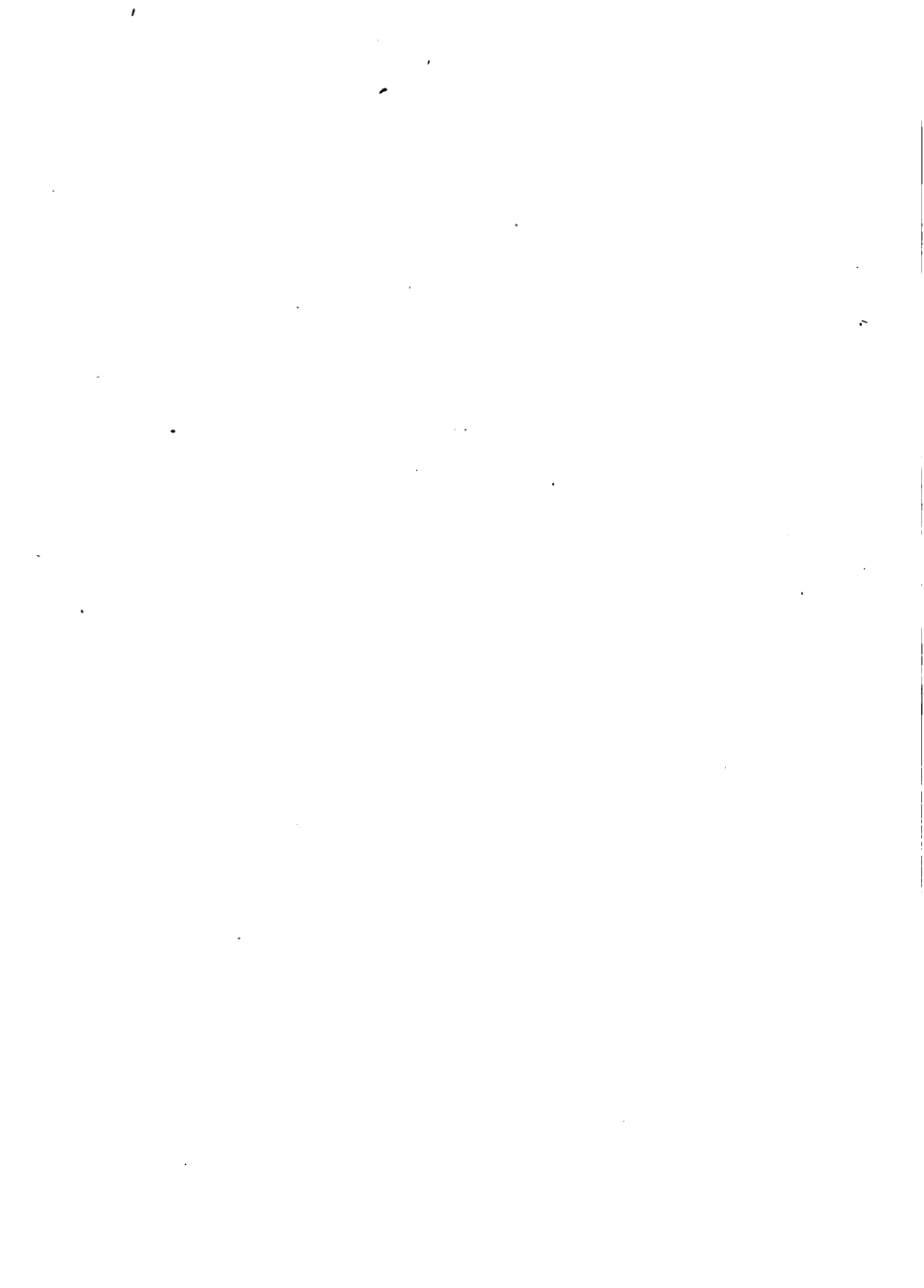
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The Power of Example

“I *seen* a bear!” said Billy Boo;
Then all the children said it, too.
“I *saw* a bear!” said Bobby Bright;
And the teacher said, “That ’s right!”
Then all the children said it, too—
Even Billy Boo.

(See Lesson LXX)



FOREWORD

Language games have passed the experimental stage, and in most schools now constitute a definite part of language teaching. These games are constantly growing in popularity, and it is to meet the demand of primary teachers for *more* language games that this little volume is presented.

In compiling it the author has ventured to introduce a new feature—that of rhymes and singing games. This has been done in recognition of children's love of repetition and jingles, as is shown by the attraction which stories like "The Three Billy Goats Gruff" and jingles like "Mother Goose Rhymes" have had for them from time immemorial. That which appeals to them the most strongly will have the greatest influence, and rhymes learned early in life are never forgotten.

A FEW DON'TS

Don't try to play a game until you have studied it out carefully. If it has a leading part, previously instruct some bright child in it, so that the game will be a success the first time it is tried.

Don't attempt a game until the children are familiar with the words to be used. Precede the game by a word drill.

Don't be satisfied with an approximate answer. Insist upon the exact form for which the game calls.

Don't lose sight of the *language* in your interest in the dramatization side of the game. Remember that these games are, first of all, *language* games.

GAMES AND RHYMES FOR LANGUAGE TEACHING

Don't forget that children like familiar things best. Repeat the games many times. The more repetition the stronger the impression of the correct form.

Don't introduce an incorrect form. If it already exists, use the game to counteract it, but omit all games that are not needed in your school. They were written for that other school which *does* need them.

Don't mind the little extra work involved in preparing for the game. The results will more than repay you.

Don't neglect to use this book if your pupils ever say:

I *seen* it.

I *done* it.

I *brung* it.

I *ain't* tired.

I walk *slow*.

It *ain't* him.

That was *me*.

Can I go?

Was it *him*?

I *set* there.

Was it *her*?

If I *was* you—

I wish I *was*—

I *guess* I will go.

I *ketched* the ball.

I *hain't* got *none*.

I don't want *nothing*.

I have *got* a ball.

Leave me do that.

You *learned* me that.

Have you *got* a pen-
cil?

There *is* two books.

Me and *him* went.

He went *in* the room.

Mine is the *best* (of
two).

I *will* (futurity).

If that *was* mine—

Who did you give it
to?

Who did you go with?

These errors, and others, may be corrected by these games.

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Games and Rhymes for Language Teaching in the First Four Grades

I

The Fairy Game

Preliminary lesson in lowest grade.

To teach "If I were," "I should."

To eliminate "If I was," "I would."

The teacher asks: "What does the bee do?" or,
"What sound does the bee make?"

The children answer: "The bee buzzes or hums."
Children all buzz or hum.

Teacher: What does the sheep do?

Children: The sheep bleats.

Children imitate sound.

Teacher: What does the bird do?

Children: The bird flies.

Children fly (kindergarten method).

Continue: "The horse runs"; "The dog barks";
"The kitten meows"; "The turkey gobbles"; "The
lion roars," etc.

GAMES AND RHYMES FOR LANGUAGE TEACHING

THE GAME

Teacher: Tom, if you were a dog, what should you do?"

Tom: *If I were a dog, I should bark.*

The teacher calls the little girl previously instructed to act as a fairy, and says: "Fairy, change Tom to a dog, and see if he will bark."

The fairy touches Tom with her wand and he, of course, barks. Then the fairy waves her wand over him and he again becomes a boy.

Continue the game, naming different animals, until all have said "*If I were*" and "*I should.*"

II

What Should You Do?

To teach "If I were," "I should."

To eliminate "If I was," "I would."

Teacher: —, *if you were a kitten, what should you do?*

Children questioned may answer:

If I were a kitten, I should scratch.

If I were a kitten, I should mew.

If I were a kitten, I should drink milk.

If I were a kitten, I should frolic.

The teacher asks the same question as long as the children can think of different actions, imposing some slight penalty (as standing beside seat, standing in corner, etc.) for repeating an action already given.

Ask same question about horse, dog, soldier, fish, carpenter, etc.

III

“ If ”

Memorize for repetition of “ If I were ” and “ I should.”

If I were a hawk, I should fly to the sky;
If I were a puppy, I 'd play;
If I were a cat,
I should catch a fat rat,
And I 'd frighten the mice all away.

If I were a whale, I should swim in the sea;
If I were a soldier, I 'd fight;
If I were a mouse,
I 'd live under your house,
And I 'd nibble your cheese every night.

If I were a toad, many flies I should catch;
If I were a bird, I should fly;
If I were a goat,
I 'd chew up your coat;
If I were a baby, I 'd cry.

IV

Rhymelets

*If I were a flea,
How tiny I 'd be!*

*If I were a frog,
I should live in a bog.*

*If I were a cricket,
I should chirp in a thicket.*

*If I were a rat,
I should hide from the cat.*

*If I were a kitten,
I should play with your mitten.*

*If I were a kite,
I should sail out of sight.*

*If I were a bear,
I should stay in my lair.*

*If I were a star,
I should twinkle afar.*

*If I were Bo-Peep,
I should find my lost sheep.*

GAMES AND RHYMES FOR LANGUAGE TEACHING

*If I were Jack Sprat,
I should never eat fat.*

*If I were Mistress Mary,
I should be quite contrary.*

*If I were Mother Hubbard,
I should have a bare cupboard.*

*If I were a horse,
I should gallop, of course.*

*If I were Tommy Tittlemouse,
I should live in a little house.*

These rhymelets should be written on small cards, and each pupil should be given a card. When the teacher asks, "If you were Bo-Peep, what should you do?" the child holding that card should give the answer.

V

“ I Wish I Were a Pony ”

Singing Game—Air, “ Buy a Broom.”

To drill “ I wish I were.”

To eliminate “ I wish I was.”

1. *I wish I were* a pony, a pony, a pony.
I wish I were a pony, for ponies can trot.

CHORUS [*children imitate trotting*]:

For ponies can trot, for ponies can trot.

I wish I were a pony, for ponies can trot.

2. *I wish I were* a hop-toad,
For hop-toads can hop.
3. *I wish I were* a turtle,
For turtles can crawl.
4. *I wish I were* a rabbit,
For rabbits can jump.
5. *I wish I were* a wild horse,
For wild horses run.

Repeat as in the first stanza, imitating the action mentioned when singing the chorus. Stand quietly while singing the verse. The children may run to their seats at the last chorus. The game may be played in a circle out of doors or in the aisles in the schoolroom.

VI

What I Saw

To drill "I saw."
To eliminate "I seen."

The teacher says: "Children, when I give the signal, you may all run out on the playground. As soon as you are out, look all about you and try to see something you think no one else will notice. Do not tell anybody what you saw until our game begins. When I give the return signal, come in promptly."

When the children return, the teacher asks in rotation, as: "Mary, what did you see?" And the child replies: "*I saw* a cloud," or "*I saw* a dandelion," or "*I saw* a farm wagon."

Give every child an opportunity to tell what he saw. Commending the unusual will tend to make the children more observing.

If not possible to go out of doors, the children may all go to sleep, and tell what they saw first on awaking; as, "When I awoke *I saw* a picture."

Or the teacher may ask: "James, what did you see on your way to school?" and the answer might be: "On my way to school *I saw* a lame dog."

VII

What I Saw in the Country

To be memorized.

To drill "I saw."

To eliminate "I seen."

I saw happy birds in the trees;

I saw busy, humming bees.

I saw waving fields of grain;

I saw the broad, grassy plain.

I saw many daisies white;

I saw the big moon at night.

I saw fleecy clouds floating by;

I saw twinkling stars in the sky.

VIII

Tug of War

To teach and drill "Is n't," "Did," "Saw," "May I?"
To eliminate "Ain't," "Seen," "Done," "Can I?"

Write "Is n't" on several pieces of paper, which are to be pinned on children's waists. Do the same with the word "Ain't." Call the children the "*Is n'ts*" and the "*Ain'ts*."

The children line up for the tug of war, and the teacher gives the signal to pull. If the *Ain'ts* are at first stronger than the *Is n'ts*, lengthen the line of *Is n'ts* until they succeed in pulling the *Ain'ts* down.

When the *Ain'ts* are defeated, they must tear up their badges and throw them into the waste basket, while the victorious *Is n'ts* continue to wear theirs as badges of honor.

The teacher may say: "The *Ain'ts* are strong little fellows, but if we have enough *Is n'ts* we can always beat them. Let us watch for the *Is n'ts* to-day and not let a single *Ain't* into our room."

In the same way use:

I saw and *I seen*.

I did and *I done*.

May I? and *Can I?*

As a fitting close to the game, let children use the correct form in stories (sentences).

IX

The Bringing Game

To teach "I brought."
To eliminate "I brung."

Teacher: John, bring me your book.

John brings book.

Teacher: What did you do, John?

John: I brought you my book.

Teacher: Mary, what did John do?

Mary: He brought you his book.

The teacher continues asking the children to bring different things until the past form of bring is familiar.

X

What Did You Do?

To teach and drill troublesome past verb-forms.

The teacher says to a child: "——, run to the window." The child obeys.

The teacher then asks: "——, what did you do?" He answers: "*I ran* to the window."

The teacher directs different children to run to various parts of the room, until the form *I ran* (not *I run*) is well fixed in their minds.

Follow this by the verb *sit*, giving directions as follows:

Sit in a chair.

Sit on the floor.

Sit on your desk.

Sit in my chair.

Sit on the low table.

Sit by the window, etc.

The verb *write*:

"Write the word cat, dog, your name," etc.

The verb *bring*:

"Bring me your book, your hat, a pencil, a box of paints," etc.

Use any other troublesome verb in the same manner.

XI

The Game of Catch

To teach and drill "I caught."

To eliminate "I ketched" or "caught."

In this game the teacher prepares cards of large size or sheets of paper, on which are printed or plainly written—one on each card—several of the following:

a big rat	a tiger	a squirrel
a little mouse	a whale	a frog
a goldfish	a rabbit	an elephant
a robin	a lion	a mule
a camel	a dog	a chicken

The teacher pins one of the cards on the back of each of several children, the child not to know what his name is until it is announced by the "catcher."

The catcher is appointed from among the children not tagged. At a signal the tagged children all run about the room followed by the catcher. When one is caught the teacher asks, "James, what did you catch?" and the answer may be, "I *caught* a little mouse."

The mouse is then put into a corner (a cage), the catcher takes his seat, and another catcher is appointed.

The game continues until all the animals have been caged. They will then be set free and return to their seats. This is also a good out-of-doors game.

XII

The Run and Catch Game

To teach "a" and "an," "ran," "caught."
To eliminate "run" and "ketchd."

The teacher should prepare a number of stiff cards which may be read across the room. (These can easily be made with a primary printing outfit, using any light-colored pasteboard for the cards. Before using the list of words in the game it is best to use them in a word drill.)

Upon each card should be printed one of the following names:

horse	pony	deer	rat	ostrich
turtle	eel	fly	duck	alligator
lion	hen	flea	sheep	woodchuck
snake	goose	pig	kitten	chicken

Set as many cards as desired on the ledge of the blackboard, the names being turned away from the children.

At a signal, any number of children, from two up to the number of cards set up, run to the board. Each seizes a card, and, without stopping, all run back to their seats.

When the children are all seated, the teacher asks: "What did you do, William?" The reply is: "I *ran* and *caught* a flea," or whatever his card tells him to say.

GAMES AND RHYMES FOR LANGUAGE TEACHING

The teacher may emphasize still further the “*I ran*” by asking: “Did you have to run fast?” and the child should reply according to the speed of the animal caught.

“Yes, I *ran* very fast” (for deer, ostrich, horse, etc.).

“Yes, I *ran* quite fast” (for alligator, pig, woodchuck, etc.).

“No, I hardly *ran* at all” (for turtle, snake, duck, etc.).

To close the game, the teacher says: “Now, all run and put the animals back into their cage.” At which the pupils run and place the cards in the box where they are kept.

The teacher should carefully watch “*a*” and “*an.*”

XIII

The Fishing Game

To drill "catch," "caught."
To eliminate "ketch," "ketched."

All form a circle. A child (or the teacher) in the center begins the game by saying: "I went fishing and I *caught* a whale" (or any fish he wishes to name). He points to some child in the circle and asks: "Tom, what did you *catch*?" He then sits down on the floor inside the circle.

The child designated quickly answers: "I went fishing and I *caught* a pike." He then enters the circle and points to another child, asking: "James, what did you *catch*?" after which he sits down in the circle, and the next child takes up the question.

When all the children have responded, the teacher, or last child, says, "We 've *caught* a good many fish to-day. Let us all go home and cook them," whereupon the children all skip to their seats.

This game should move briskly. If any child repeats the name of a fish which has already been given, he should be sent directly home (to his seat) and not be permitted to fish any longer.

As many of these names may be taught as are necessary:

pike	pickerel	shark	codfish	flounder
bass	starfish	bullhead	halibut	sunfish
salmon	clam	eel	herring	whitefish
catfish	oyster	minnow	trout	mud turtle

XIV

I Went Into the Woods

To teach "into," "saw."

Use the same plan as for "The Fishing Game" (No. XIII), beginning the game by saying, "I went *into* the woods and I *saw* a bear. James, what did you see?"

Close by saying: "We have seen as many animals in the woods as we should have seen at the circus. It is time to go home now."

The most common woods animals are:

deer	porcupine	rabbit	badger
beaver	mole	chipmunk	snake
woodchuck	squirrel	weasel	gopher
fox	wolf	raccoon	opossum

For variety the game may be changed to "I Went Into the Country," when farm animals may be named.

XV

“There Is One” and “There Are Two”

To teach “there is” and “there are.”

The teacher places a book on the desk, and asks one of the children: “What is on the desk?”

Child: A book is on the desk.

Teacher: Tell that again, beginning with the words “there is.”

Child: *There is* a book on the desk.

The teacher places two books on the desk and asks the child to tell how many books are now there.

Child: Two books are on the desk.

Teacher: Tell that again, beginning with “there are.”

The teacher uses three, four, or more, continuing the use of “there are.”

SUGGESTIONS:

A pencil in the box. Two pencils.

Pictures on the wall.

Windows and desks in the room.

A plant on the window sill.

Trees in the yard.

A ruler on the desk.

An apple on the tree.

A flower in the vase.

GAMES AND RHYMES FOR LANGUAGE TEACHING

Later, the children use imagination, as:

There is a rat in our cellar.

There are three rats in our cellar.

There is a bird in the tree.

There is a kitten in the shed, etc.

Or the lesson may be extended to include the past tense, "there was" and "there were," as:

I thought *there was* a rabbit in the garden.

I dreamed that *there were* three bears in my room.

XVI

“ **There Is One** ” and “ **There Are Many** ”

Rhymes to be memorized.

There are many lovely, blooming flowers,
There are many stars above us;
There are many trees, so green and tall,
There is just one God to love us.

There are many tiny blades of grass,
There are many clouds above us;
There are many happy, singing birds,
There is just one God to love us.

There is just one earth, so big and round,
There is just one moon above us;
There is just one sun to give us light,
There is just one God to love us.

What little word do we say when we speak of just one? *Is*.

When we speak of many? *Are*.

XVII

Game of Blindman

To teach "Was it he?" "she?" "It was he," "she."
To eliminate "It was him," "her," "Was it him?" "her?"

One child, blindfolded, is the blindman. He comes to the front of the room, and another child [appointed] hands him a book. The blindman asks: "Who gave me this book? Was it ——?" guessing any child he may think of.

The children will answer in concert: "No, *it was not he,*" or, "No, *it was not she,*" until the correct name is given, when another child becomes the blindman, and a different object is chosen.

After the children have answered in concert for one blindman, the answers should be given by different children in selected order, or in regular rotation by members of the class.

NONSENSE RHYME

Memorize to impress "It was I."

An owl, sitting up in a tree,
Heard Willie say, "Yes, it was me."
"That almost makes me cry!
Why don't you say, 'Yes, *it was I?*'"

XVIII

Who Touched Me?

To teach "It was I."
To eliminate "It was me."

The children form a circle. One child in center is blindfolded. Another child, silently designated by the teacher, tiptoes into the circle and touches the blindfolded child, who immediately asks: "Who touched me?"

The child who did it replies: "*It was I.*"

Blindfolded Child: Was it John?

Child: No, *it was I.*

Blindfolded Child: Was it Mary?

Child: No, *it was I.*

Questions continue until the blindfolded child guesses correctly, when another child is blindfolded, and the game is repeated.

Immediately after the child is blindfolded it is well for the circle to move around, so that the guesser may not remember the positions of the various children.

The children might sing while moving, to the tune of "Buy a Broom"—or any other familiar air:

Somebody's going to touch you, to touch you, to touch you,
Somebody's going to touch you, and you must guess who.

XIX

Who Is Tapping at My Window?

Rhymes to be memorized.

To teach "It's not I."

To eliminate "It's not me."

Teacher:

Who is tapping at my window,
Tapping at my windowpane?

1. "It's not I," said the cat,
"It's not I," said the rat.
2. "It's not I," said the wren,
"It's not I," said the hen.
3. "It's not I," said the bee,
"It's not I," said the flea.
4. "It's not I," said the fox,
"It's not I," said the ox.
5. "It's not I," said the whale,
"It's not I," said the snail.
6. "It's not I," said the grouse,
"It's not I," said the mouse.
7. "It's not I," said the loon,
"It's not I," said the coon.
8. "It's not I," said the cony,
"It's not I," said the pony.

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9. "*It's not I,*" said the shark,
"*It's not I,*" said the lark.
10. "*It's not I,*" said the dog,
"*It's not I,*" said the frog.
11. "*It's not I,*" said the calf,
"*It's not I,*" said the giraffe.
12. "*It's not I,*" said the quail,
"*It's not I,*" said the rail.
13. "*It's not I,*" said the goose,
"*It's not I,*" said the moose.
14. "*It's not I,*" said the hare,
"*It's not I,*" said the bear.
15. "*It's not I,*" said the seal,
"*It's not I,*" said the eel.
16. "*It is I,*" said the rain,
"Tapping at your windowpane."

The teacher gives the first couplet. Each couplet should be written on a slip of paper, and the slips given to different children, to be read in the order numbered. The child receiving No. 16 should tap softly while all are reciting, and tap louder while reciting his own couplet.

Later, the children should give couplets in concert, the teacher giving the initial rhyming words; as cat, wren, etc.

XX

How Much Money Have I?

To drill "I have," "I have n't," "Have you?"

To avoid "I have got," "Have you got?" etc.

The teacher gives one child a certain amount of toy money. (The child must know the exact amount.)

She then announces: "Children, John has some money. Guess how much he has." Or, a child may say: "*I have* some money. Guess how much *I have*."

The children ask in turn: "*Have you* five cents?" or any amount, until the correct amount is guessed. They are limited to one question each. The one who guesses correctly may receive a different amount, and the guessing may continue.

To cultivate attention, a policeman might be appointed (see Game XXIII) to arrest any child giving an amount which has once been mentioned during that round of questions. The child arrested should be taken from his seat until the correct amount has been guessed, when the policeman may bring him back.

This game may be played by naming something to wear, something to eat, or a certain vegetable or fruit, instead of using the money. In this case, the child would choose and then write the name of his choice on a bit of paper, to be given up when guessed.

Question: "*I have* a certain vegetable. Guess what *I have*."

XXI

Word-Partner Game

To teach simple synonyms to increase vocabulary.

The teacher prepares two sets of cards about four inches long, making one set white and the other any light color desired. Use words in first column for one set and those in the second column for the other set, putting one word on each card.

I	II	I	II
naughty	bad	large	big
tall	high	sharp	pointed
quiet	still	broad	wide
little	small	beautiful	lovely
bright	shining	glad	joyful

The teacher gives out a card to each of the children, perhaps giving one color to the boys and the other color to the girls. She then says:

“Each word on your cards has a partner word—that is, a word which has the same meaning; and the game, to-day, will be to match up these word partners.”

Any child designated may begin the game by holding up his card so that all can see his word, when the child who holds the partner word will immediately come and stand beside him. The two will then move out to the front, both giving their words, so

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that all may be aware of them. This couple will be the leaders in a march which will follow when all the word partners are matched.

At intervals the teacher will call "Halt!" when the line will stop and the boy in the first couple will make a story (sentence), using his word. His partner will immediately repeat his story, using her word, as: "My kitten is naughty," "My kitten is bad."

Several stories may be given before the order to march is repeated. At the next order to halt, the stories will be continued from the point where the last one was given.

When all the synonyms have been used in sentences, the children will march to their seats.

The term "synonym" should not be given below the fourth grade.

XXII

Game of Opposite Words

To teach simple antonyms and to increase vocabulary.
Also, to teach "is" and "are."

After explaining the term "opposite" the teacher begins the game by saying: "My pencil is *long*," and calls on some child to say just the opposite. The child answers: "My pencil is *short*."

She then says: "My pencils *are long*," when the child who answered before replies: "My pencils *are short*."

Use both singular and plural forms where practicable.

SUGGESTIONS:

Apple: sweet—sour

Book: thick—thin

Box: deep—shallow

Kitten: white—black

Playmate: good—naughty

Lesson: easy—hard

Dog: pretty—homely

Bed: soft—hard

Sled: large—small

Coat: old—new

Peach: ripe—green

Brother: short—tall

Hair: fine—coarse

Knife: sharp—dull

Sky: dark—light

Sister: kind—unkind

In very low grades the same word should be used by several children, the teacher changing the name of the object; as, "My hair is *long*," etc.

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Later more difficult antonyms may be given; as: idle—busy; polite—impolite; interesting—uninteresting; true—false; cheap—costly; wise—unwise; like—dislike; selfish—unselfish; glad—sorry; obey—disobey; careful—careless; and so on.

XXIII

The "Let" Game

To teach "let."
To eliminate "leave."

Divide the room into two sections, letting each child in Section I choose one child in Section II whom he wishes to act as policeman: for instance, the teacher asks: "Mary, whom should you like to be the policeman?" and Mary answers: "*Let* Tom be the policeman."

Each child uses this form of reply, the teacher keeping tally until all in the section have chosen, when she announces:

"I shall *let* Tom be the policeman because he has the most votes."

This game may be used as a preliminary to one of the games where a policeman is needed (Games XX and XXVIII), or it may be played one day in preparation for a policeman game on the day following.

XXIV

Let Me

To drill "Let me."
To eliminate "Leave me."

Teacher: Each of you think of something you wish I would let you do.

She then calls on the children, who respond:

Eleanor: Please *let me* take a picture book.

Ernest: Please *let me* clean the board.

Archie: Please *let me* play with the blocks.

Sarah: Please *let me* read "The Three Bears."

Myrtle: Please *let us* play a circle game, etc.

After all have formulated requests, the teacher will accede to one or two that are practicable, giving preference to those which include several children; as, "I will let you play a circle game."

XXV

The Question Game

To teach "May I?"
To eliminate "Can I?"

Preliminary discussion of "may" for asking.

Teacher: Children, each one of you think of something you would like to do—something you might do here in the schoolroom. As I call on you, ask me if you *may* do it.

The teacher waits until all have had time to formulate their thought, in order to avoid imitation. She then calls several children to the front of the room, where the others may hear them, and each in turn asks his question. If the teacher gives permission, the child immediately does the thing he has asked if he may do; if not, he returns directly to his seat.

Question: Miss Smith, *may* I play in the sand-table?

Answer: Yes, Mary, you *may* play in the sand-table; or

"No, Mary, you *may* not play in the sand-table because it would spoil our farm."

The teacher will not refuse a child's request except for some good reason, as above.

Take as many groups as possible, so that all may have the opportunity of asking "*May I?*"

XXVI

Rhyming Game

Simple rhymes to drill "I saw" and eliminate "I seen."

This game should follow a lesson in simple rhyming words.

Teacher: I saw a cat. What did you see, John?

John: I saw a rat.

Teacher: What did you see, Ethel?

Ethel: I saw a bat.

Teacher: What did you see, Mary?

Mary: I saw a hat.

Teacher: What did you see, William?

William: I saw a mat.

The teacher gives the first word of each set of rhyming words. If the child called upon cannot think of a rhyming word which names something, let the other children volunteer.

These are familiar rhyming name-words:

tree	wren	grouse	lake	log	wig	toy	fox
bee	hen	mouse	cake	dog	pig	boy	ox
sea	pen	house	rake	frog	fig	joy	box
flea	den	spouse	snake	bog	gig	Roy	rocks

XXVII

Little Bo-Peep Game

To drill "saw," "have seen."

To eliminate "I seen."

A girl, chosen as Little Bo-Peep, wearing a broad hat and carrying a crook, comes into the room, looks all about, and says:

I 'm little Bo-Peep, and I 've lost my sheep,
And I don't know where to find them.

Approaching some pupil, she asks, "Helen, *have you seen* my sheep?"

The child addressed rises and replies, "Yes, Little Bo-Peep, I *saw* them over that way." [Pointing.]

Bo-Peep then asks, "When did you see them?"

The child answers, "I *saw* them an hour ago" (or last night, or this morning, or any time the child may choose to say).

Bo-Peep walks in the direction indicated, and asks another child the same questions, receiving similar answers. (Remember, *I saw*.)

Questions should continue until as many children have been questioned as the teacher has previously indicated—seven, ten, twelve, or any number.

When the final number is reached, the child shall say: "I *saw* them three minutes ago. There they

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are now," pointing in a certain direction, when Bo-Peep will proceed to drive them home with her crook.

Another plan is to station groups of seven or more children in different parts of the room, and Bo-Peep may wander from one to the next in order, until she reaches the last group, one of whom will reply, "Yes, I *saw* them in the meadow, and there they are now!" pointing to several boys who are crouched together or lying down in a little group.

When Bo-Peep discovers them, she exclaims: "I 'm so glad you *saw* them! Now I shall drive them home."

This she does, using her crook to guide them.

XXVIII

Game of Policeman

To drill "I did."
To eliminate "I done."

One child, appointed policeman (or elected as in Game XXIII) is sent out of the room. One of the children remaining makes the room disorderly by tipping over chairs, scattering papers, throwing books or blocks on the floor.

The teacher calls the policeman by telephone, saying:

"Mr. Policeman, there is a disorderly person in Room —. Please come at once and arrest him."

The policeman enters and observes the disorder, which the teacher may further explain. He then begins with the first pupil and sternly asks:

"James, *did* you do that?"

James replies: "No, I *did* not. Perhaps Lawrence *did* it," mentioning the pupil immediately behind him.

Questions and answers continue in this form until the culprit is found, who answers:

"Yes, I *did* it, Mr. Policeman, but please don't take me to jail."

The policeman replies: "You *did* a very disorderly act. You must go to jail," and takes him to a corner of the room.

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The policeman then returns to the teacher, who asks: "Did you find the disorderly boy (or girl)?"

"Yes, and I have him safe in jail," he answers.

"Oh, Mr. Policeman," says the teacher, "I don't want one of my boys in jail. Please let him out. I'm sure he'll not be disorderly again. I'll go bail for him."

The policeman fetches the boy from jail and says to him:

"I'll let you go this time if you will pick up the things you have thrown around; but if you are disorderly again you will have to stay in jail a long time."

The culprit says, "I'm very sorry I *did* it," and restores order while the policeman watches him. He is then permitted to take his seat.

As the policeman leaves the room, he says to the teacher: "If there is any more disorder in this room, just call me up."

This game may be repeated several times if too quickly terminated, or several children may be implicated in the disorder, each child answering "Yes, I *did* part of it," continuing until all implicated are arrested.

XXIX

The Farmer Is Coming

Singing Game.

To teach "I have no," "I don't want anything."
To eliminate "I hain't got no," "I don't want nothing."

A boy, chosen as farmer, sits in a chair, as if driving a span of horses, while the children sing to the tune of "The Campbells Are Coming":

The farmer is coming, oh, ho! oh, ho!
The farmer is coming, oh, ho! oh, ho!
He'll bring us potatoes and squashes and cabbage,
And onions and turnips and beets, oh, ho!

The farmer is coming, oh, ho! oh, ho!
The farmer is coming, oh, ho! oh, ho!
He'll bring us tomatoes and pumpkins and melons,
And lettuce and parsnips and beans, oh, ho!

The teacher will put the names of vegetables on board in columns, so that the children not only will keep their order in singing, but also have them for reference during the game. Point to names as children sing:

potatoes	turnips	melons
squashes	beets	lettuce
cabbage	tomatoes	parsnips
onions	pumpkins	beans

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At the close of the song the first child goes up to the farmer's wagon and the following dialogue ensues:

Child: How much do you charge for potatoes to-day, Mr. Farmer?

Farmer: I have no potatoes to-day.

Child: Then I don't want anything.

The child then returns to his seat.

These questions and answers continue until all the vegetables mentioned in the song have been asked for in the order listed, when another child interviews the farmer.

Child: What have you to sell, Mr. Farmer?

Farmer: I have apples to sell. Do you wish to buy any?

Child: Yes, Mr. Farmer, I'll take your whole load. I want them for a treat for the children of the —— School. [Mentions his own school.] Just drive around to that school and unload them. Here is your money.

The children all clap, and then sing:

The farmer is coming, oh, ho! oh, ho!

The farmer is coming, oh, ho! oh, ho!

He's bringing us apples, oh, what a fine treat;

We'll eat all the apples he brings, oh, ho!

If the children are very young, let them dramatize the passing and eating.

Peaches, berries, or cherries may be substituted if the game is played often.

XXX

“ Somebody and I Are Going Somewhere ”

To teach “ John and I.”

To eliminate “ Me and John.”

The teacher designates different parts of the room as Circus, Lake, Chicago, Park, Moving Picture Show, Store, River, Church, etc. As many of these names as are needed in the game should be written above the designated places.

The children choose, or the teacher assigns, a partner for each. Let each couple decide to which place they wish to go. This should be done in whispers, so that they may decide without suggestion from others.

When they have decided, the teacher asks them to form a line, each couple holding hands, and begin to march around the room.

As soon as line is formed the teacher asks: “First couple, where are you going?”

The one on the right side must answer: “*Mary and I* are going to the circus,” and they pass to the place designated.

The teacher then calls: “Next couple, where are you going?” and the right-side partner responds in a similar manner.

Continue until all have gone to their chosen places. At signal, they again form line and return, when

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the teacher will ask the child at the *left* of each couple: "Where did you and John go?"

The left child will reply: "*John and I* went to the circus."

If too many choose the circus and the moving picture show, as will probably be the case, the teacher should give the merits of church, lake, river, etc.

NONSENSE RHYME

An oriole up in a tree
Heard Susie say, "Mary and me";
And he said, with a sigh,
"That almost makes me cry;
Why don't you say, '*Mary and I*'?"

XXXI

What Shall You Do?

To teach "I shall."
To eliminate "I will."

The teacher may separate the school into several groups, numbering them "Group 1," "Group 2," etc. Call individuals from Group 1, whispering to each some simple action, as, "Open the door."

When the teacher has whispered to all in the group, she calls on each in turn, asking: "_____, what shall you do?" and the child responds, beginning with "*I shall*," as: "*I shall* open the door."

When all in the group have responded, the teacher claps her hands and all together do what they said they should do. Or, each child may perform the action as soon as he has replied.

Continue until all the groups have responded. If you desire a very lively game, let all the members of the school give answers and simultaneously perform the action. Then all may be seated.

SUGGESTIONS:

- Open the door.
- Open the window.
- Sit in my chair.
- Sit on your desk.
- Write your name on the blackboard.

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Hand your reader to Nellie.

Skip across the room.

Sit down in a corner.

Look at the pictures on the wall.

Draw a picture on the blackboard.

Pretend to eat an apple, throw a snowball, rake
the garden, etc.

XXXII

Rhymes

To recite in drill for " I shall."

*I shall read, I shall think,
I shall eat, I shall drink;
I shall come, I shall stay,
I shall work, I shall play.*

*I shall give, I shall take,
I shall sleep, I shall wake;
I shall hoe, I shall rake,
I shall scrub, I shall bake.*

*I shall sit, I shall lie,
I shall laugh, I shall cry;
I shall fail, I shall try,
I shall live, I shall die.*

The teacher may write on the blackboard words in pairs; as,

read—think
eat—drink
come—stay, etc.

XXXIII

Game of Grocery Store

To drill "I have," "I shall," "I bought."
To eliminate "Have you got?" "I will."

One boy, appointed as the grocer, sits behind a table on which are laid a number of cards, on each of which is the name of some article to be found in a grocery store. These names may be printed or plainly written, and, of course, should have been drilled previously to insure familiarity.

This list is suggestive:

sugar	tea	butter	coffee	vinegar
pepper	salt	yeast	bacon	cinnamon
apples	bread	flour	lemons	Karo sirup
turnips	rice	potatoes	oranges	bananas

All the cards have duplicates, one of which is given to each child in the room. Toy money is also distributed, and each child, in turn, goes to the grocery store and asks:

"Mr. Grocer, *have you* any tea?" (or whatever may be named on his card).

The grocer replies: "Yes, *I have* some tea. How much do you wish to buy?"

The child names any quantity he desires, pays his money, receives the duplicate of his card from the grocer, and returns home (to his seat).

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The game continues until all the articles are sold.

After all are seated, and before the cards are collected, the teacher should ask each child in turn:

“———, what did you buy?”

Child: I bought a pound of tea.

Teacher: What shall you do with it?

Child: I shall drink it.

SUGGESTED ANSWERS:

Potatoes: “I shall cook them.”

Apples: “I shall make a pie of them.”

Butter: “I shall spread it on my bread.”

Lemons: “I shall make lemonade of them.”

Bacon: “I shall fry it,” and so on.

At the close of the game the grocer may collect and put away the cards, arranging them in two sets.

In preparing the cards the teacher may use a list suggested by the children.

XXXIV

What Shall You Do With It?

To teach "I gave," "I shall let."
To eliminate "I give," "I shall leave."

The teacher will select twelve or more children to stand in a row in the front of the room. She will then give to each child in the row some small article, such as a pencil, a book, a doll, a toy, an apple, a peanut, a marble, a block, etc. The children keep the articles concealed behind them until questioned.

One child, as questioner, begins at the head of the line and asks: "What did Miss Smith give you, John?"

John: Miss Smith gave me a book. [Showing it.]

Questioner: What shall you do with the book Miss Smith gave you?

John: I shall let James read it.

Whereupon he takes it to James, who is not in the line, and then passes to his seat.

The questioner continues until all the objects have been redistributed, when the teacher may ask the questioner: "What shall the children do with the articles that were given them?"

The questioner replies: "*They shall stand up in a line and do what they were let do.*"

The children pass to the front and each one does what he was told to do, after stating what that was, as: "Miss Smith *let me* eat the apple." "John *let me* write with his pencil," etc.

XXXV

The Game of Beggarman

To teach "I have nothing," "It is not."
To avoid "I hain't got nothing," "It ain't."

One boy, appointed as "beggarman," leaves the room. The teacher gives something that may be eaten, such as a cookie, an apple, a peanut, or a bit of candy to one child, which he hides.

As the beggarman enters the children sing to the tune of "Here We Go 'Round the Mulberry Bush":

Look, yonder comes the beggarman, the beggarman,
the beggarman
Look, yonder comes the beggarman,
The hungry beggarman.

As the beggarman enters, he approaches any child and says:

"Please give me something to eat. *I have had nothing to eat to-day.*"

The child answers: "*I have nothing for you. Move on.*"

The beggarman continues questioning in the same manner until he reaches the child who has something. This child says:

"*I have something good to eat. If you guess what it is, you may have it.*"

The beggarman guesses: "Is it a cookie?"

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Answer: "No, it is not a cooky," etc.

The questions continue until the beggarman guesses correctly, when the child gives it to him, and he eats as if very hungry.

The children sing:

Now we have fed the beggarman, the beggarman, the
beggarman,
Now we have fed the beggarman,
And so he must move on.

He then returns to his seat, and, if desired, another beggarman may be appointed.

This game may be played with the names of food on cards, and several cards may be given out at once. In this case, the beggarman must continue until he has found all the cards, saying of all except the last:

"I do not like that, so *I shall not* eat it."

XXXVI

Guess What I Have

To drill "I have."
To eliminate "I have got."

The teacher will supply a number of small boxes—thread boxes are convenient, but any kind will do. Put some simple article into each, letting no one except the child holding it know the contents. Supply about one-fourth of the school with them.

As the teacher designates some child holding a box, he shall go to a child who has no box and say:

"Henry, guess what *I have* in my box. If you guess it the first time, you may have it."

Each child may have four guesses. If not guessed in that time, the child holding the box returns to his seat and waits until all having boxes have chosen guessers, when, if desired, the first one may choose a different guesser, etc.

The form of the answer should be: "I *guess* you *have* a —— in your box."

The articles should be those which could actually be given to the ones who may guess correctly the first time. Children will be glad to donate different things to be kept for this game.

XXXVII

What Do You Think?

To teach "I think," "I shall."
To eliminate "I guess," "I will."

The teacher begins the game by asking: "What do you *think* you *shall* do after school to-night?"

The answer may be: "*I think I shall* play with the baby." "*I think I shall* help my mother." "*I think I shall* plant a garden," etc.

The teacher asks: "Are you *certain* you shall do this?"

Show that something might happen to prevent. That is why we say "*I think.*" When we expect to do a thing we say "*I think I shall.*"

"Is this guessing?" Compare with preceding games where children really guessed. (Games XX, XXXVI.)

Impress: Never say "*I guess*" when you mean "*I think.*"

SUGGESTIVE QUESTIONS:

What do you *think* you *shall* take to the picnic?

What do you *think* you *shall* have for dinner?

What do you *think* Santa Claus will bring you?

What do you *think* the kitten would say if it could talk?

What do you *think* you *shall* do next summer?

XXXVIII

The Picnic Game

To drill "I have," "I shall bring,"
To avoid "I have got," "I will bring."

As preliminary to the game the teacher says:
"Children, let us plan for a picnic. I shall ask each of you to bring, as your share, whatever is written on the little card I shall now pass you."

She then passes cards, on each of which is written one of the following articles:

sandwiches	doughnuts	cake	olives
paper plates	cold meat	peanuts	pickles
paper napkins	bananas	candy	cookies
sugar	lemons	watermelon	bread and
potato salad	oranges	eggs	butter

Use some names several times, if necessary, to give a card to each child.

After the children receive the cards, the teacher asks: "——, what shall you bring to the picnic?"

The child indicated, looking at his card, responds: "*I shall bring* some sugar to the picnic."

When all have answered the teacher says: "We shall meet here with our baskets at eight o'clock in the morning. Now it is night, so let us all go to sleep."

All sleep until the teacher taps her bell seven times

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and says: "All the children who are going to the picnic must wake up now."

They wake up and prepare for the picnic, pretending to take baskets and march to the picnic grounds. If feasible, they should march out on to the playground.

The teacher then asks each one in turn: "—, what *have you* in your basket?"

The child, who still retains his card, refers to it, and answers: "*I have* some lemons in my basket."

When all have answered the teacher says: "Now all put your baskets in the shade of that tree, and let us play games until luncheon time."

Any circle game may now be played.

XXXIX

The Nickel Game

To drill "I have," "I have n't," "If that were—
I should buy."

To avoid "I have got," "I hain't got," "If that was—
I would buy."

The teacher directs all the children to close their eyes and hold out their right hand. She then says: "I am going to pass down the aisle and touch your hand. In some hands I shall place a nickel; in others, nothing. But whether you receive a nickel or not, the moment I touch your hand close it tightly, and keep it closed until I ask you a question."

The teacher passes toy nickels to about one-third of the school. When this is done she questions the children in rotation.

"——, have you a nickel?"

If the child replies, "No, Miss Smith, *I have n't* a nickel," he remains in his seat. If he has one he answers: "Yes, Miss Smith, *I have* a nickel," and immediately passes to the front of the room.

When all who have nickels are in line, the teacher asks each in rotation: "——, what shall you do with your nickel?"

The child questioned replies: "*I shall buy* —— with my nickel."

The teacher then asks some child who is seated: "——, if that were your nickel, what should you

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buy?" and the child should answer: "*If that were my nickel, I should buy ——.*"

After which the child who holds the nickel under discussion may either pass to his seat or give his nickel to the last child who answered, saying: "*You may have this nickel, for you made a better choice than I did.*"

Continue until all have taken part.

XL

Rhymes

To memorize for repetition of "I have."

I have a little soldier suit,
I have a little gun,
I have a friend who plays with me,
And oh, *we have* such fun!

I have some bright red apples,
I have some peanuts, too;
I have n't very many,
But *I have* some for you.

XLI

Game of Giving and Sharing

To teach "to whom?" "with whom?" "may I?"
"I shall," "this" and "these."

To avoid "who to?" "who with?" "can I?" "I
will," "them" for "these."

The teacher prepares cards on which are plainly written or printed the following, one on each card:

this yellow apple
this big orange
this nice cake
this ripe banana
these ginger cookies
these fine walnuts
this lemon pie
this watermelon
this ice-cream cone

this sack of pop corn
these juicy pears
these sandwiches
these red apples
these ripe grapes
these red cherries
these big plums
these peanuts
these fine peaches

A girl is chosen to hold the basket or box in which the cards are placed. This girl calls up any one she wishes, who closes eyes and takes, at random, one card. The child (after looking at the card drawn) then asks the girl holding the box: "*To whom may I give this yellow apple?*"

The holder of the basket replies: "You *may* give this yellow apple to Mary," choosing another child, who comes forward and receives the card.

The child who gives it then asks the one who re-

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ceives it: "*With whom shall you share this yellow apple?*" And the answer should be: "*I shall share it with you.*" Whereupon the two walk away together to be partners for the march to follow.

The leader then calls up another child, who draws a card, and the process is repeated until all have secured partners, when they march about the room, imitating whatever the first couple does; as, march, run, skip, hop, fly, tiptoe, etc.

XLII

Nonsense Rhyme

Of course the Owl ought to say "*To whom?*"
But he always says, "*To who!*"
Which proves that, though they call him wise,
He 's not as wise as you,
For you always say, "*To whom? To whom?*"
And never "*To who! To who!*"
I wonder if *you* do!

XLIII

The Little "L-y" Boys

To teach simple adverbs of manner.

To avoid the use of adjectives for adverbs.

The teacher should prepare eight cards, on each of which "l-y" is plainly printed. She should pin these cards to the waists of eight boys, so that they can plainly be seen by all, saying:

"These are the little l-y boys. They tell *how* things are done. Just now we do not need them, so they may play quietly at the sand-table, but come promptly when they are called."

Prepare eight other cards, on each of which one of the following words is written or printed: Neat, joyful, quiet, slow, quick, polite, prompt, thoughtful. Pin these cards on the waists of eight girls who stand in a line before the school.

The teacher, supposing that Mary receives the word "neat," asks:

"Children, what kind of a girl is Mary?"

Children: "Mary is a neat girl."

Continue until each child in the line has been described by the adjective she wears. The teacher then asks:

"If Mary is a neat girl, how does she dress? Let us ask the little 'l-y' boys to help us answer that question. [Calls them.] Come, little 'l-y' boys:

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you cannot play any longer, for there is work for you to do.”

The boys come to the front. The teacher places one at Mary's left, and again asks: “How does Mary dress?” and the answer will be, “Mary dresses *neatly*.” The two join hands and step to one side.

Continue in the same manner until all the couples are formed. The action word must be adapted, as:

How does Tom move?	Tom moves <i>slowly</i> .
How does John move?	John moves <i>quickly</i> .
How does Harold study?	Harold studies <i>quietly</i> .
How does Mary study?	Mary studies <i>thoughtfully</i> .
How does Robert move?	Robert moves <i>promptly</i> .
How does Jane act?	Jane acts <i>politely</i> .
How does Helen play?	Helen plays <i>joyfully</i> .

Call these the little “l-y” couples, and let them march about the room while the school taps time or hums a marching song.

Later, use the “l-y” words in stories (sentences).

XLIV

How?

Singing Game—AIR: "How Do You Do, My Partner."

To apply simple adverbs.

Children choose partners and form a double circle, partners facing each other. Children in the outside circle sing:

1. How shall we march, my partner,
How shall we march, to-day?

Inside circle sings in reply:

We 'll march very *slowly*;
I 'll show you the way.

Couples join hands, facing so that they may walk about the circle, marching very *slowly* while they repeat the air of the verse just sung, to the syllable "la." They then stop and face each other again, dropping hands.

In like manner sing the other verses, moving to illustrate the verb and adverb used.

2. How shall we run, my partner,
How shall we run, to-day?
We 'll run *very swiftly*;
I 'll show you the way.

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3. How shall we hop, my partner,
How shall we hop, to-day?
We 'll hop very *briskly*;
I 'll show you the way.

4. How shall we skip, my partner,
How shall we skip, to-day?
We 'll skip very *lightly*;
I 'll show you the way.

5. How shall we clap, my partner,
How shall we clap, to-day?
We 'll clap very *softly*;
I 'll show you the way.

For the last verse they may clap their own hands together, while facing each other; or those in the outside circle may hold their hands up, palms facing outward, while their partners clap, as in "Bean Porridge Hot."

The teacher should afterward ask questions to impress the adverb; as, "How did we skip?" etc.

XLV

“L-y” Circle Game

Singing Game.

Drill and application of adverbs.

The children form a circle, teacher in the center. The children join hands and move about circle, singing to the tune of “Here We Go 'Round the Mulberry Bush”:

How shall little children walk, children walk, children
walk,

How shall little children walk
When the baby's sleeping? [*Circle halts.*]

The teacher points to some child, who responds with an “l-y” word. If he fails to give the correct word after a brief wait, he is taken into the circle and the teacher points to another child, continuing until the correct answer is given, when the children again move about, singing:

Children should walk *softly, softly, softly,*
Children should walk *softly*
When the baby's sleeping.
[*Sing softly; walk on tiptoes.*]

2. How do little children play
When their school day's over?
Children all play *merrily*
When their school day's over.

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3. How should little children move
When called to help their mothers?
Children should move *promptly*,
When called to help their mothers.
4. How should little children speak
To parents, friends, and teachers?
They should speak *politely*
To parents, friends, and teachers.
5. How do little children dance
And skip around the Maypole?
Children dance right *merrily*
And skip around the Maypole.
6. How should little children work
Always in the schoolroom?
Children should work *thoughtfully*
Always in the schoolroom.
7. How do little children walk
When they 're very weary?
Children walk so *slowly*,
When they 're very weary.

Children move as indicated in stanzas 1, 3, 5 and 7. After all stanzas have been sung the teacher should ask questions of the children inside the ring; as, "How should children speak to parents, friends, and teachers?" A full answer should be given.

XLVI

Nonsense Rhyme

A tiger that lived in a jungle
Said, "My! how your words you do bungle!
When you say, 'Hurry quick!'
It makes me feel sick—
I 'm not used to such talk in the jungle."

Did *you* ever say this?
What should you say?

XLVII

The Bird, Fish, and Animal Game

To teach and drill "I am not."

To eliminate "I ain't."

SUGGESTIVE LISTS

<i>Birds</i>	<i>Fish</i>	<i>Farm Animals</i>	<i>Wild Animals</i>
robin	pike	cow	fox
oriole	pickerel	calf	beaver
wren	whale	horse	squirrel
blackbird	salmon	colt	rabbit
tanager	minnow	sheep	deer
owl	catfish	lamb	bear
hawk	shark	goat	badger
pigeon	trout	dog	coon
martin	flounder	cat	woodchuck
grackle	bass	pony	moose

A girl, appointed to act as "fairy," chooses some child from the school, brings him to the front, touches him with her wand while she whispers the name of one of the above creatures to him. She then says: "I have changed John to a bird. Guess what kind of a bird he is."

The children then ask in order: "John, are you a robin?" and John replies, "No, *I am not* a robin."

The questions and answers are continued until the correct name is given, when, supposing "owl" to be

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the name given, John replies, "Yes, *I am* an owl," and flies away.

The fairy then chooses another child, and the game is continued as long as desired.

In very low grades this game might be made into four games, calling each by the name belonging to the list used; as:

"The Bird Game,"

"The Fish Game,"

"The Farm Animal Game,"

"The Wild Animal Game."

The teacher has previously given the lists, or put them on the board to be left during the game or games.

XLVIII

Nonsense Rhyme

A tiger that lived in the jungle
Said, "My! how your words you do bungle!
To hear you say 'Ain't'
Really makes me feel faint:
I'm not used to such talk in the jungle."

Did the tiger mean *you*?

What do you suppose the tiger said instead of
"Ain't"?

XLIX

Mother Goose's Family

To drill "I 'm not," "I am not."
To eliminate "I ain 't."

The teacher prepares cards, each bearing the name of a character from Mother Goose rhymes. These names are suggested, but the teacher should use only those with which her school is familiar.

Old Mother Hubbard	Jack Sprat
Jack be Nimble	Little Boy Blue
Tom, the Piper's Son	Little Bo-Peep
Little Miss Muffet	Little Jumping Joan
Mistress Mary	The Crooked Man
Simple Simon	Old King Cole
Little Jack Horner	Little Tommy Tittlemouse

To begin the game the teacher passes a card to each of as many children as she desires in the game. (In the lowest grade the name may simply be whispered to each child.) This name must be kept a "dead secret" from all the others.

All the children holding cards stand in the front of the room, or sit in chairs in the front, facing the school.

The teacher announces: "Children, these are all members of Mother Goose's family. You may ask them questions to try to find out who each one is.

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When you find out who one of them is you have that one for your partner in a skipping game. I'll begin the game this way. [Addresses first child in line.] Are you Tom, the Piper's Son?"

Child answers: "No, I'm not Tom, the Piper's Son."

The children in order ask the same question of the second, third, and fourth child until the child so named answers: "Yes, I am Tom, the Piper's Son."

The child whose question found Tom, takes him to one side of the room or stands behind his chair until all have been guessed. Then the couples skip or march, while the children sing any familiar Mother Goose song.

In the third and fourth grades the game is made more interesting by asking the questions in this way:

"Do you like fat?"

Answer: "Yes, I'm not Jack Sprat."

"Did you steal a pig?"

Answer: "No, I'm not Tom, the Piper's Son."

"Did you blow a horn?"

Answer: "Yes, I am Little Boy Blue."

If the game moves too slowly, the person holding the card may give a hint, by saying, "I stole a pig," "I jumped over a candlestick," etc.

Characters from some familiar story or history might be used in the third and fourth grades, as: "Did you discover the Mississippi River?" Answer: "No, I'm not De Soto," and so on.

L

Riddles in Rhyme

I

WHAT ANIMAL AM I?

*I'm not a camel,
I'm not a fox,
I'm not a beaver,
I'm not an ox;
I'm not a tiger,
I'm not a goat—
I live in a pond,
And I wear a green coat.*
(Answer: A frog.)

II

WHAT BIRD AM I?

*I'm not a robin,
I'm not a wren,
I'm not a pigeon,
I'm not a hen;
I'm not a blue jay,
Although I'm blue,
And in the springtime
I sing to you.*
(Answer: A bluebird.)

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III

WHAT VEGETABLE AM I?

I'm not a squash,
I'm not a potato,
I'm not a turnip,
I'm not a tomato;
I'm not an onion,
I'm not a beet—
I have a head,
And I'm good to eat.

(Answer: A cabbage.)

IV

WHAT ANIMAL IS THIS?

It is n't a lion,
It is n't a cat,
It is n't a woodchuck,
It is n't a rat;
It is n't a cow,
It is n't a calf—
If I just speak its name
The children all laugh.

(Answer: A monkey.)

The teacher should write in columns on the black-board the final words of each riddle in the order in which they occur, letting pupils supply "I'm not." Teach the two final lines after the others are learned. Let children give the riddles at home for someone to guess.

LI

Game of Contrary Actions

To teach "should have."

To eliminate "should of."

The teacher opens the game by saying to the children: "We say a child is contrary when he wants to do something different from what he is told to do. Do we like contrary children? No, not if they are really contrary, but to-day we are just going to play that we are contrary. Listen, and I will tell you how.

"When I tell you to do a certain action, you must not do that, but something just contrary. For instance, if I say, 'Robert, remain in your seat,' Robert will get up. If I say, 'Tom, run around the room,' Tom will walk around the room."

Teacher [begins]: James, bring me your pencil.

James takes his pencil to someone else.

Teacher: James, what did you do?

James: I took my pencil to Mary.

Teacher: What *should* you have done?

James: I *should have taken* it to you.

DIRECTIONS:

Clean the blackboard.

Sit in the chair.

Point to the door.

WHAT THE CHILD DOES:

Writes on the blackboard.

Sits on the floor.

Points to the window.

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Skip to my desk.

Whisper to John.

Bring me your reader.

Skips to the door.

Whispers to Frank.

Brings paint box.

Vary to suit conditions, but give every pupil an opportunity of saying "*should have.*"

LII

Of What Do I Think?

To teach and drill "as."

The teacher asks: 1. I think of something as cold as ice. What is as cold as ice?

Answer: "Snow is as cold as ice."

2. As sweet as sugar? (Candy, sirup.)
3. As round as an apple? (Ball, orange, cherry, grape.)
4. As yellow as a dandelion? (Orange.)
5. As pink as baby's cheeks? (Rose, Jennie's hair ribbon.)
6. As white as the big, white clouds? (Snow.)
7. As purple as a bunch of grapes? (Pansy.)
8. As soft as velvet? (Kitty's fur, baby's hair.)
9. As big as my head? (A football.)
10. As red as the stripes in our flag? (An apple, a poppy.)
11. As tall as a house? (A tree.)
12. As blue as Jane's eyes? (The sky, my hair ribbon, my dress.)
13. As spry as a monkey? (Kitten, squirrel.)

Others may be added.

LIII

I Taught and You Learned

To make distinction and to use "taught," "learned."

The teacher passes a card to each child on which is written one word adapted to the grade.

She says: "Children, I want each one to *learn* the word on his card."

The children all study, the teacher passing about to help (teach) where necessary.

She asks any child: "——, what word did you learn?"

The child replies: "I *learned* the word 'much'." He spells it and uses it in brief sentence if desired.

Continue until all the children have given words, using the same form of expression.

The teacher may put a simple rhyme on the board, as:

Little drops of water, little grains of sand,
Make the mighty ocean and the pleasant land.

Teach it to the children. Ask: "Give the verse which you have learned. How did you learn it?"

They should answer: "We studied it. You helped us."

The teacher replies: "You *learned* it yourselves. I *taught* it to you."

Give other illustrations until the distinction is clear, and the words can be correctly used.

LIV

Will You, or Will You Not?

To teach "will" (promise, determination).

1. *Teacher:* Will you sing a song?

Answer:

(a) "No, I will not sing a song."

(b) "Yes, I will sing a song." [Does so.]

2. Will you bring me a book?

3. Will you give this apple to Grace?

4. Will you write your name on the board?

5. Will you open the door?

6. Will you wave the flag?

7. Will you skip across the room?

8. Will you move that chair?

9. Will you lend your book to Henry?

10. Will you read two stories (sentences) from page 4?

Add more questions.

FIRST METHOD: Form a circle with teacher in the center. The first child asked will say "No," the second one, "Yes," and so on until all have responded.

SECOND METHOD: Number the rows and call on the children indiscriminately. Those in the rows with odd numbers must answer "No," while those in the rows with even numbers will answer "Yes."

THIRD METHOD: Number all the children. Call by number. Observe plan of answering given in second method.

LV

Conundrums

To teach and drill "like."

Insist upon a complete answer to each conundrum, using the word *like*. Add other conundrums if needed. Encourage children to make original ones.

1. Why is an apple like a ball?

Answer: An apple is like a ball because it is round.

2. Why is ice like marble? *Because it is cold—hard.*

3. Why is sugar like candy? *Because it is sweet—good.*

4. Why is the sky like baby's eyes? *Because it is blue.*

5. Why is grass like leaves on the tree? *Because it is green.*

6. Why is a tree like a telephone pole? *Because it is tall.*

7. Why is a frog like a kangaroo? *Because it can jump.*

8. Why is a snake like a turtle? *Because it can crawl.*

9. Why is a fish like a duck? *Because it can swim.*

10. Why is a bear like a squirrel? *Because it can climb a tree.*

11. Why is a hickory nut like a stone? *Because it is hard.*

LVI

What Do You Expect?

To teach and drill "expect."

To avoid "guess."

When beginning this game lead the children to see that to expect anything means to think that you will get it; to expect that a certain thing will happen means that you think it is likely to happen, although you are not certain.

1. *Teacher:* What do you expect to do after school to-day?

Answer: After school I expect to go to the store.

2. What dress do you expect to wear next Sunday?

3. When do you expect to get a letter from Chicago?

4. When do you expect your father home?

5. Where do you expect to go this evening?

6. What do you expect to have for dinner to-day?

7. What do you expect to do this vacation?

8. At what time do you expect to go to bed to-night?

9. When do you expect to buy another Thrift Stamp?

10. What do you expect to do when you grow up?

Use as many other questions as are needed to teach the proper use of the word. Insist upon full answers. Let children ask questions of each other.

LVII

The Oughts and the Ought Nots

To teach and drill "ought."

The following expressions should be placed on the board in the same order in which they are here given. Drill on pronunciation and meaning of unfamiliar words:

to cheat	to buy thrift stamps
to steal	to waste my time
to be kind	to tell the truth
to be greedy	to learn my lessons
to be polite	to use bad words
to be generous	to mind my mother
to be selfish	to be late to school
to save my pennies	to keep my clothes clean
to be impolite	to help my mother
to tattle	to be unkind
to be naughty	to brush my teeth after meals
to be obedient	to clean my finger nails often

Divide the class into two sections: The "*Oughts*" and the "*Ought Nots*." Give red crayon to one section, and blue to the other.

Send one of the "*Oughts*" to the board, asking him to check one expression which belongs to his side, and then read it, as: "*I ought to be kind.*"

Next send one of the "*Ought Nots*" to do the same; and continue until all have been checked and

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read. The *Oughts* then read their expressions in concert as the teacher or one of their number points to them. The *Ought Nots* should do the same, using their expressions.

Later, one child, or selected children, may erase all the things one ought not to do, leaving only the "*oughts*" on the board.

After the children have taken the game this way the expressions may be again written on the board and the checking conducted as a race between two selected children to see which can check the more rapidly. The reading should follow.

If a child checks an expression belonging to the other side, he is "out" and should sit down on the floor or return to his seat. At the close he should give all the expressions belonging to his side.

LVIII

The Christmas Fairies

To drill "I brought."
To eliminate "I brung."

Begin the game by saying: "Children, I know a poor, little, sick girl who will not have a happy Christmas unless some kind fairies help her. Would you like to be the kind fairies? Very well. Look over your toys to-night and see if you have any that you can spare. Ask your mothers if you may give them to this little girl. Perhaps your mothers will also give you some cookies or apples or candy. So, to-morrow, let each one bring something, and, if we do, we shall all be Christmas fairies."

This game may be played actually just before Christmas. When the children bring their offerings, each one is called separately to the teacher's desk, where there will be a box or basket to receive what they have brought. The teacher asks each one, "_____, what did you *bring?*" and the answer is, "*I brought a _____.*"

The game may be played with cards on which are written the names of the articles given. These cards will be handed to some child impersonating the little sick girl; or, objects may be used in lieu of cards.

LIX

Verb Rhymes

To drill past forms of verbs

Johnny was a careless little boy who often forgot what his teacher had taught him:

He said *I give* when he meant *I gave*,
He said *I drawed* when he meant *I drew*;
He said *I come* when he meant *I came*,
He said *I knowed* when he meant *I knew*.

He said *I run* when he meant *I ran*,
He said *I brung* when he meant *I brought*;
He said *I done* when he meant *I did*,
He said *I ketched* when he meant *I caught*.

He said *I set* when he meant *I sat*,
He said *I rung* when he meant *I rang*;
He said *I et* when he meant *I ate*,
He said *I sung* when he meant *I sang*.

Are you like Johnny?

Whenever a child makes one of these mistakes, repeat the line to him in which the mistake occurs. Let children say over many many times the italicized forms until they are memorized.

LX

More Verb Rhymes

To teach past and present perfect forms of troublesome verbs.

Say *I did, I have done;*
Say *I ran, I have run.*

Say *I beat, I have beaten;*
Say *I ate, I have eaten.*

Say *I drew, I have drawn;*
Say *I went, I have gone.*

Say *I bit, I have bitten;*
Say *I wrote, I have written.*

Say *I drove, I have driven;*
Say *I gave, I have given.*

Say *I took, I have taken;*
Say *I shook, I have shaken.*

The children should memorize the couplets containing verbs which they use often. The teacher might say the past form and the children give the present perfect; later *vice versa*.

LXI

Comparing Two Things

The teacher places before children several objects in pairs, as:

Two pencils: one short, the other *shorter*.

Two apples: one sweet, the other *sweeter*.

Two strings: one long, the other *longer*.

Two boxes: one wide, the other *wider*.

Two balls: one big, the other *bigger*.

Two books: one thick, the other *thicker*.

Two marbles: one small, the other *smaller*.

Two knives: one bright, the other *brighter*.

Two nuts (peanut and walnut): one hard, the other *harder*.

Teacher: How many pencils are there?

Child: There are two pencils.

Teacher: ———, come and get the *shorter* one.
(——— does this.)

Teacher: Which one have you?

Child: I have the *shorter* one.

Teacher: You may give it to Henry.

The teacher calls another child, asking the same questions about the apples. [Let child test by biting.] Each time the object is passed on to some other child. Continue until the last of the objects is exhausted.

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The teacher may then say to those who received objects: "I have the *short* pencil; which pencil have you?"

Answer: "You have the *short* pencil, and I have the *shorter* one."

Continue through the list.

LXII

Rhymes for Comparing Two Things

1. My string is long,
But your string is the *longer*;
2. My sled is strong,
But your sled is the *stronger*.

3. My pear is sweet,
But your pear is the *sweeter*;
4. My work is neat,
But your work is the *neater*.

5. My knife is bright,
But your knife is the *brighter*;
6. My waist is white,
But your waist is the *whiter*.

7. My horse is proud,
But your horse is the *prouder*;
8. My voice is loud,
But your voice is the *louder*.

9. My lawn is green,
But your lawn is the *greener*;
10. My book is clean,
But your book is the *cleaner*.

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11. My dog is small,
But your dog is the *smaller*;
12. My daddy is tall,
But your daddy 's the *taller*.

The teacher may give first and third lines of each stanza, letting children give the other lines. Later, first and third lines of each stanza might be written on slips of paper and a slip passed to each child of one division, letting him choose who shall give the line following. In using this method, number the lines, as above, calling by number, in order to keep the rhyme.

LXIII

Comparing Three Things

Let the teacher tell the story of "The Three Bears." When sufficiently familiar the children dramatize it.

QUESTIONS FOR COMPARING:

1. How did the Middle-Sized Bear compare with the Little Wee Bear?

Answer: "The Middle-Sized Bear was *larger* than the Little Wee Bear."

2. How did the Little Wee Bear compare in size with the Middle-Sized Bear?

Answer: "The Little Wee Bear was *smaller* than the Middle-Sized Bear."

3. How did the Middle-Sized Bear compare in size with the Big Bear?

Answer: "The Middle-Sized Bear was *smaller* than the Big Bear."

4. How did the Big Bear compare in size with the other *two* bears?

Answer: "The Big Bear was the *largest* of all."

In the same manner compare the chairs, spoons, beds, porridge, etc., comparing the Middle-Sized Bear's possessions with those of the Big Bear for

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large, larger; hard, harder; cold, colder, as adjectives for Little Wee Bear would be small, soft, and hot. Compare Big Bear's possessions with those of the other two, jointly, to bring out the superlative, *biggest or largest, hardest, coldest, etc.*

LXIV

Rhymes for Comparing Three Things

Expand LXII to include superlative, as:

1. My string is *long* (one object)
Your string is *longer*, (two objects)
But John's string is the *longest*. (three objects
or more)
2. My sled is *strong*,
Your sled is *stronger*,
But John's sled is the *strongest*.
3. My pear is *sweet*,
Your pear is *sweeter*,
But May's pear is the *sweetest*.
4. My work is *neat*,
Your work is *neater*,
But Fred's work is the *neatest*.

Change all rhymes in like manner, observing slight change in second line for rhythm. Use in same manner as LXII.

LXV

Comparison Rhymes

When only two things are compared.

Say *taller*, not tallest;
Say *smaller*, not smallest.

Say *brighter*, not brightest;
Say *lighter*, not lightest.

Say *sweeter*, not sweetest;
Say *neater*, not neatest.

Use the *er* form in short stories (sentences), ending each with "of the two," as:

"Henry is the *taller* of the two."

"My apple is the *sweeter* of the two."

This is much more important than the superlative form, as it is here that the errors are made. *Drill.*

LXVI

Playing Teacher

To review and drill troublesome expressions.

A number of cards are prepared, each containing one of the following expressions printed or written quite large:

I saw	If I were	She is not
I did	Elsie and I	There is
I ate	I wish I were	There are
I ran	I am not	To whom
I have	I have seen	I bought
I shall	He is not	I brought
It was I	It was he	It was she

One child, appointed or chosen as teacher, holds up cards in turn, calling on any child to make a story (sentence) beginning with the words on the card. The chosen teacher should be instructed to have three stories in succession for each card, to insure greater familiarity. When twelve stories have been made (that is, four cards), another teacher may be appointed for the same number, continuing in this manner until all have recited.

Each child must tell a different story. Failing to do this, he should remain standing until he thinks of one, when he may raise his hand and again be called on.

LXVII

The Erasing Game

To test previous work.

The teacher writes on the blackboard the following list of expressions, adding to or omitting according to the needs of the class:

I seen a horse.	I did it right.
I drew a picture.	It was me who did that.
I done a trick.	May I go home?
If I was you, I should work.	He don't do it right.
She does n't know it.	I shall go soon.
The apple is not sweet.	I have got a dime.
There is two books.	Can I have that?
It was he who spoke.	I saw a horse.
She does n't read well.	He walks slow.
	I ran fast.

One child shall act as "policeman" and seven or more as "erasers." Let each "eraser" in turn go to the board and erase one incorrect expression, continuing the game until only the correct expressions remain.

If a child should erase a correct expression, the policeman shall immediately arrest him and put him into jail (corner of room), while the teacher re-writes the expression erased.

To complete the game the policeman shall bring all the culprits from jail, and they shall be required to use all the correct expressions in stories (sentences).

LXVIII

What the Teacher Overheard

General Review.

Repetition of "should have."

To avoid "should of."

The teacher begins the game thus: "As I was coming to school a few days ago I happened to be just behind a group of children. They did not belong to our school, for I am sure we all know better than to use the expressions those children used, and I am sure you can prove that you do when I tell you what I heard:

"One boy said, 'I ain't going.' John, what should he have said?"

John: He *should have* said, "I 'm not going."

Teacher: How else might he have said it?

John: He might have said, "I am not going."

Teacher: Another child said, "It is me." Mary, what should he have said?

Mary: He *should have* said, "It is I."

The teacher continues the story, using as many of the following incorrect expressions as are common to her school, fitting as far as possible expressions to the needs of individual children.

Leave me take that.

Who did you give it to?

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I *set* in the back seat.
I *guess* I 'll go to the party.
He *don't* know *nothing*.
I *come* late yesterday.
My pencil is the *longest* of the two.
I *drawed* a pretty picture.
Can I play with your ball?
If I *was him*, I 'd study harder.
I *hain't* got *none*.
I *seen* you *to* the movie, and so on.

The teacher may introduce this lesson with any other fitting story, as: "Where I taught last year the children used to say"; or, "Before we took our Language Games you used to use expressions like these. What should you have said?"

LXIX

The Little Boy Who Made Mistakes

Review.

The teacher tells a story: "There was once a little boy who was so very careless that he always made mistakes in speaking. The children in his school grew so tired of hearing him use poor language that they finally said to each other, 'Every time he makes a mistake let us correct him, so that he will learn to speak correctly.'

"So they did, and, do you know, children, after awhile that little boy learned to be careful and said everything just right?

"Shall we play the game of 'The Little Boy Who Made Mistakes'? Very well; who wants to play he is that little boy?"

Teacher appoints a boy and gives him slips on which the following sentences are written. As the boy reads each, the children, in concert, correct him.

I *hain't* got any candy.

If I *was* you, I *would* be good.

It is *me*.

I *seen* you at the circus.

Them apples is good.

I *knowed* that.

I *done* that right.

I *ketched* the ball.

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There *is* two books on the desk.

I *set* on the chair.

Can I have a cooky?

I have *got* a new book.

I *ain't* coming.

I *drawed* a picture.

It was *him* that *done* that.

He *should of* gone.

This list may be adapted to meet the needs of your school.

When the children have given all the expressions correctly, the boy holding them should also give them before returning them to the teacher.

LXX

The Power of Example

Review.

This game is for review, to be used whenever errors are made—one verse only, *applied*. (See page 5):

“*I done that good!*” said Billy Boo,
Then all the children said it, too.
“*I did that well!*” said Bobby Bright;
And the teacher said, “That ’s right!”
Then all the children said it, too—
Even Billy Boo.

In like manner use the following:

<i>I hain't got none.</i>	<i>Leave me have that.</i>
<i>I have n't one.</i>	<i>Let me have that.</i>
<i>My book is tore.</i>	<i>It ain't my book.</i>
<i>My book is torn.</i>	<i>It 's not my book.</i>
<i>I 'll set down here.</i>	<i>There hain't no toys.</i>
<i>I 'll sit down here.</i>	<i>There are no toys.</i>
<i>It was n't me.</i>	<i>I wish I was.</i>
<i>It was n't I.</i>	<i>I wish I were.</i>
<i>Can I go home?</i>	<i>I et a pear.</i>
<i>May I go home?</i>	<i>I ate a pear.</i>

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I *sung* a song.

I *sang* a song.

I *love* ice cream.

I *like* ice cream.

I *guess* I 'll play.

I *think* I 'll play.

That *sure* is good.

That 's *surely* good.

I *laid* in bed.

I *lay* in bed.

I 'm *awful* cold.

I 'm *very* cold.

I *run* a mile.

I *ran* a mile.

I 've *got* a knife.

I *have* a knife.

Question: "Are you
Billy Boo?"

Answer: "I 'm Bobby Bright,
For I say it right."

All the children should be required to give the correct form after one child—"Bobby Bright"—has made the correction.

LXXI

For Careful Pronunciation

The teacher gives the expression, articulating carefully, and calls on different children to repeat it. Take only a few at a lesson, and drill until the children are conscious when an incorrect pronunciation is given. Give a number of sentences to illustrate each.

Later the sentences may be written on the black-board for individual and class drills.

SAY	AVOID
<i>Don't you</i> want that?	(doncha)
<i>Did you</i> do that?	(dija)
<i>Can't you</i> see it?	(cancha)
<i>Could you</i> come?	(coudja)
<i>Must you</i> go?	(mustya)
<i>Won't you</i> stay?	(woncha)
<i>Would you</i> do that?	(woodja)
<i>I want</i> to rest.	(wanta)
The <i>children</i> are good.	(childern)
<i>I have</i> to work.	(hafto)
<i>I ought</i> to stop.	(oughta)
<i>I should</i> have written.	(should of)
<i>I could</i> have come.	(could of)
<i>I might</i> have come.	(might of)
<i>Give me</i> a book.	(gimme)
<i>A little bit</i> of cheese.	(little bitty)

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I <i>threw</i> it.	(troo)
She has a <i>new</i> dress.	(noo)
<i>Get</i> me a pencil.	(git)
I 'd just as <i>lief</i> .	(leve)
<i>Two times</i> four are eight.	(tootums)
I <i>saw</i> a dog.	(sorra)
She has a pretty <i>apron</i> .	(apern)
It was two feet in <i>length</i> .	(lenth)
<i>Catch</i> me if you can.	(ketch)
<i>February</i> is a short month.	(Febuary)
To-day is the <i>fourth</i> of May.	(fort)
It is as hard as <i>iron</i> .	(iern)
He cleared his <i>throat</i> .	(troat)
<i>Which</i> do you wish?	(wich)
Please open the <i>window</i> .	(winder)
To whom are you <i>writing</i> ?	(writin)
What a pretty <i>picture</i> !	(pitcher)
There were <i>just</i> two.	(jest)
<i>To-morrow</i> is Friday.	(tomorrer)

LXXII

Rhymes for Enunciation

I

*Don't you wish you were an airman?
Don't you wish that you could fly?
Don't you think it would jolly
Sailing 'way up to the sky?*

II

*Should you like to be a great, strong hunter,
Should you like to shoot a gun, gun, gun?
Should you like to hunt for elephants and tigers,
Should you like to make them run, run, run?*

III

*Could you count all the leaves that grow on the trees?
Could you count all the stars in the sky?
Could you count all the bees,
Could you count all the fleas,
Could you count all the insects that fly?*

IV

*Could you catch a big, fat porpoise?
Could you catch a silver fox?
Could you catch a grouse?
Could you catch a mouse?
Could you catch a long-horned ox?*

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V

Don't you wish you were a soaring eagle?
Don't you wish you were a wise old owl?
Don't you wish you were a rail?
Don't you wish you were a quail?
Don't you wish you were a guinea fowl?

VI

Should you like to be a talking parrot?
Should you like to be a tall giraffe?
Should you like to be a whale?
Should you like to be a snail?
Should you like to be little calf?

VII

Should you like to be a big jack rabbit?
Should you like to be a grizzly bear?
Should you like to be a monkey?
Should you like to be a donkey?
Should you like to be a timid hare?

VIII

Did you ever see a wild hyena?
Did you ever see a big babboon?
Did you ever see a pigeon?
Did you ever see a widgeon?
Did you ever see a sly raccoon?

IX

Did you ever see the hump of a camel?
Did you ever see the tooth of a seal?
Did you ever see a goose?
Did you ever see a moose?
Did you ever see a lamprey eel?

NOTES

BY THE TEACHER

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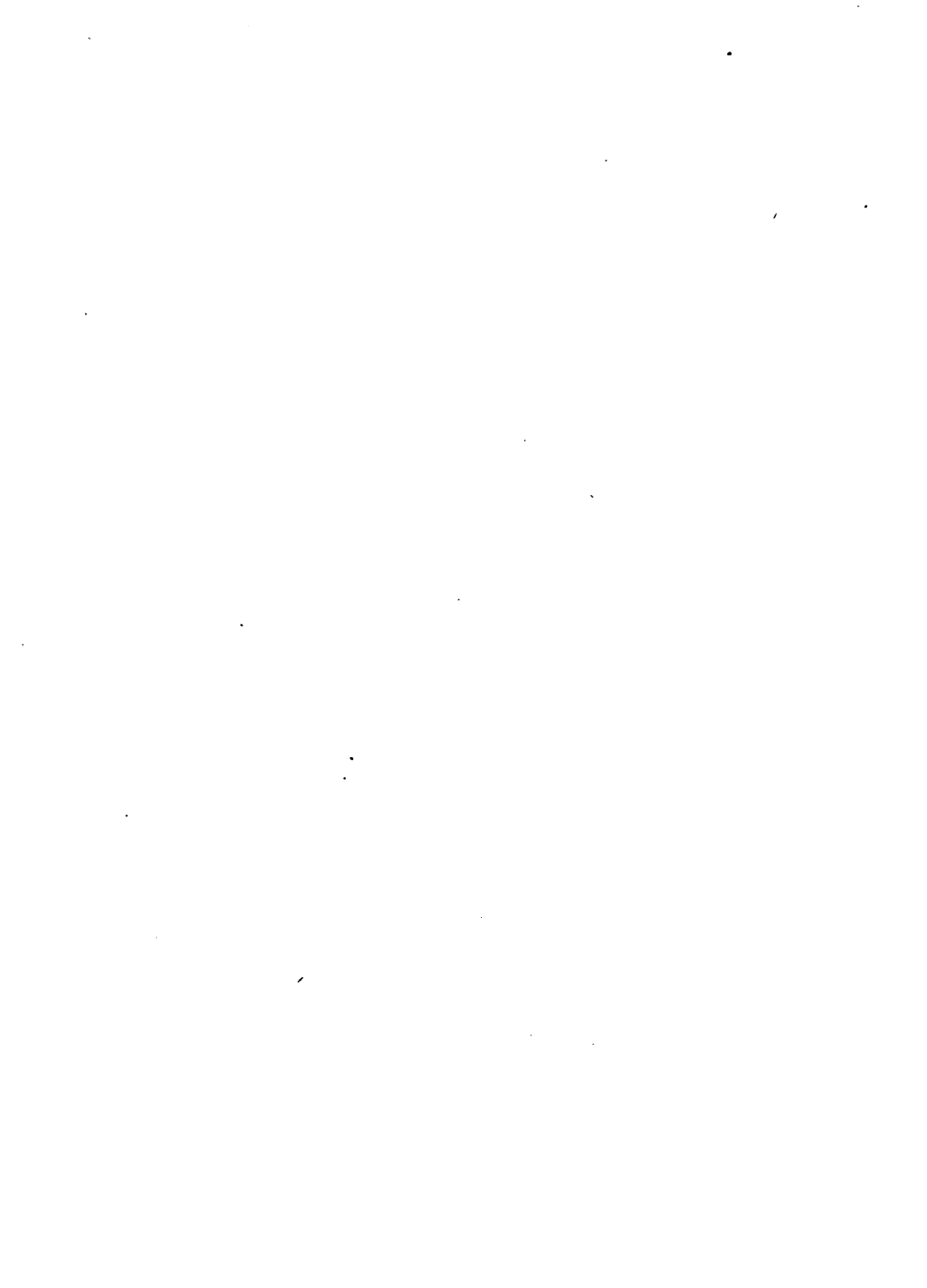
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